



Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction

# **Professional Development Leadership Academy**

**Our promise:  
We'll help you  
learn  
how to help teachers  
learn  
so students  
learn.**



**Join the “campaign” to help educators stay on top of their  
game so students can reach the top of theirs.**

**Sign up your team for  
PDLA 2008-2011.**

“More than half of all teachers report that their professional development made little or no difference in making them a better teacher.”

Farkas, S., Johnson, J., Duffet, A. with Moye, L. and Vine J., in Public Agenda's Stand by Me: What Teachers Really Think about Unions, Merit Pay, and Other Professional Matters, 2003



### **Learn how to make a difference in teacher learning so it makes a difference in student learning.**

“There is a growing body of opinion among ‘experts’ that the conventional forms of professional development are virtually a waste of time.”

Consortium for Policy Research in Education, Helping Teachers Teach Well: Transforming Professional Development, a CPRE Policy Brief, 1995



### **Learn what forms of professional development are most likely to improve instruction.**

“In too many districts, time and money for professional development are squandered because efforts are sporadic and not aligned to a few carefully chosen improvement priorities that are informed and monitored with data.”

Tony Wagner of Harvard University's Change Leadership Group in “Beyond Testing: The 7 Disciplines for Strengthening Instruction.”, Education Week, Nov. 12, 2003

### **Learn how to create “in-house” professional development expertise and savvy.**





### **The PDLA Vision**

- PDLA graduates transform a hodgepodge of fragmented, unrelated acts of staff development and professional growth into a coherent system of professional learning
- Teachers value the professional learning experiences arranged by their schools and districts
- Teachers and administrators learn on the job every day to improve student learning

### **What's in it for your organization?**

- Expanded leadership
- Increased teacher knowledge and collaboration
- Ability to track the impact of investments in staff development
- Reduced reliance on consultants and vendors
- Improved instruction
- Improved student learning



### **What's in it for you?**

- A heightened sense of accomplishment
- Confidence in applying best practice
- Colleagues to rely on for sharing responsibility for student learning
- Clearer focus on what's important



## **Committed Colleagues Needed**

Teams consisting of 4-8 members participate in PDLA.



Site-based or program-based teams should include:

- site/program administrator who has authority or responsibility for staff development
- teachers
  - o respected by and influential with their peers
  - o representative of school or program's structure
- one or two central administrators who have authority or responsibility for staff development

District/Charter Sponsor teams should include:

- central administrators who have authority or responsibility for staff development
- school-based instructional coaches and/or
- a principal and teacher leadership team from one school

County teams should include:

- ESA staff who can provide support &/or technical assistance to team members
- teachers and administrators from a single or multiple small district(s) or school(s)

## Current Teams

### 2005-08 Central and Northern Cohorts

- Dysart USD
- Imagine Schools, Cortez Park
- Indian Oasis-Baboquivari USD
- Pima Community College Adult Ed
- Somerton, Somerton MS
- Salt River Pima-Maricopa Community Schools
- Success Schools
- Tuba City USD
- Window Rock, Dine' Bi Olta Immersion
- Window Rock, Tsehootsooi Elementary
- Window Rock, Window Rock Elementary

### 2006-09 Central and Northern Cohorts

- Chinle, Canyon de Chelly
- Chinle, Chinle Elementary
- Chinle, Chinle HS
- Chinle, Chinle Jr. HS
- Chinle, Many Farms
- Chinle, Mesa View
- Chinle, Tsaile
- Flagstaff, Killip Elementary
- Ft. Thomas, Ft. Thomas HS
- Northland Pioneer Community College, Adult Ed
- Pima Community College, Adult Ed
- Rio Salado Community College, Adult Ed
- Window Rock, Tse Ho Tso MS
- Window Rock, Window Rock HS



### 2007-10 Central and Southern Cohorts

- Arizona School for the Deaf and Blind
- Bowie USD
- Cochise County Educational Service Agency
  - o Elfrida
  - o St. David
  - o Pomerene
- Maricopa County Educational Service Agency
  - o Desert Heights Charter School
  - o Paloma ESD
- Mesa, Adult Ed
- Mesa, Keller Elementary
- Mesa, Powell Jr. HS
- San Carlos, San Carlos HS



### **Commitments: Ours**

The Professional Development Leadership Academy produces educators who are equipped to transform staff development into results-driven systems of professional learning. Learning how to do that well has been our passion for eight years.

We commit to provide you knowledgeable, skillful designers and facilitators of adult learning:

#### ***lead faculty members***

- Pat Roy, NSDC columnist and international consultant on professional development
- Kathy Tucker, Insights for Learning, a founder of PDLA and developer of the Professional Development Planning Guide

#### ***special presenters***

- Brad Giese, Education for the Future
- Mary Anne Kapp, Innovative Educational Solutions

#### ***trained coaches***

- Each team is aided by its own coach at every action-learning session

We at ADE commit to direct and administer the PDLA experience to meet your needs and to be responsive to your feedback:

- Donna Campbell and Miriam Podrazik, co-directors
- Laura Dudzik and Karla Wilson, Education Program Specialists
- Candy Burch and Jennifer Zuniga, Administrative Assistants

Together, we promise to help **you learn** how to help **teachers learn** so that **students learn**.



### **Commitments: Yours**

Think of the PDLA experience as that of a health-and-fitness center vs. an emergency room, the P.F. Chang marathon vs. an Olympic sprint, a nutritional system vs. an energy drink.



The PDLA experience is not a quick fix, nor a silver bullet, nor a flavor of the month. It requires time –

- Three years
- Four Fridays and Saturdays per year
- Four days in June each year
- Back-home meetings and stakeholder engagements

Team leaders, in addition, participate in four leadership sessions per year.

It expects

- on-time attendance and active participation in all scheduled sessions
- team empowerment
- relief for participants from some other professional development obligations
- consistent team membership over the three years.

It entails

- concentrated interaction with teammates and fellow learners
- communicating with and involving stakeholders and decision makers frequently
- implementing and evaluating plans developed by the team



## What to Expect Year 1

Four Friday-Saturday learning-action sessions, between-session application of learning, four team leader networking/training sessions, and 4-day June convening of all teams



**Product:** Professional Development Status Report, Data Profile, and action plans. Think of them as a Multi-faceted Reflective Image [MRI] of your organization's professional development health.

### Activities & Responsibilities:

- Gather, analyze, and act on data from multiple sources related to school improvement and professional development's impact on student learning and teaching practice
- Engage colleagues and stakeholders in a "check-up" that analyzes the status of current professional development efforts
- Learn how to function as leaders of collaborative professional development planning
- Promote a collaborative, professional learning environment for the team and the organization
- Establish a SMART goal for one priority in professional learning for the next year that is supported by stakeholders and based on the Data Profile
- Create a professional development action plan to implement during the following year



## What to Expect Year 2

Four Friday-Saturday learning - action sessions, between-session application of learning, four team leader networking/training sessions, and 4-day June convening of all teams



**Product:** Professional Development Portfolio that includes a comprehensive plan and concrete action steps for making significant, data-driven improvements to professional development that are supported with the requisite resources, designed to achieve targeted student learning goals, and based on evaluating this year's single improvement effort

### Activities & Responsibilities:

- Continue to promote a collaborative, professional learning environment for the team and the organization
- Document improvement activities and monitor progress
- Modify plan to achieve SMART goal based on progress monitoring
- Identify barriers to focused, coherent professional learning and plan strategies to diminish those barriers
- Develop and test theories of change and their underlying assumptions
- Create and use Innovation Configurations to clarify what specific improvements look like when implemented at different levels of fidelity
- Compare findings from annual data gathering with previous year's analyses
- Complete the planning cycle to include concrete action steps for implementing, monitoring, and evaluating professional development



## What to Expect Year 3

Four Friday-Saturday learning - action sessions, between-session application of learning, four team leader networking/training sessions, and 4-day June convening of all teams

**Product:** Professional Development Performance Assessment that includes an evaluation of professional learning improvement plans being implemented and a revised plan for the following year



### Activities & Responsibilities:

- Continue to promote a collaborative, professional learning environment for the team and the organization
- Document improvement activities and monitor progress
- Modify plans to achieve SMART goals based on progress monitoring
- Conduct evaluations of organizational support for the professional development changes and of teacher use of targeted practices
- Learn to use additional processes to sustain professional development improvements
- Complete the planning cycle by revising a comprehensive professional development plan and concrete action plans for implementing all of its aspects
- Provide evidence of support for changes being made in professional development
- Plan how the impact of professional development on student learning will be evaluated



### **Investment Costs**

Registration costs \$1,100 per person per year + \$400 per Team Leader.\*

\*The \$400 fee for Team Leader sessions will be waived if the highest-ranking administrator for your organization 1) attends a regional information session (see schedule on last page) and 2) submits a letter when your team registers that affirms the employer will provide the equivalent of four half-days to the entire PDLA team for on-site work sessions.

Fees include breakfast, refreshment breaks, lunch, and materials.

### **Funding Sources**

Federal funds allocated to LEA's and schools for Title I, Title I School Improvement, and Title II, as well as M & O and 301 funds, may be used to pay for your team's participation in PDLA.



## 2008-09 Schedule

**Central Arizona Cohort:** first four sessions to be conducted at 2005 N. Central Ave., Phoenix

October 3-4, 2008

November 7-8, 2008 \* *will be moved*

January 30-31, 2009

April 24-25, 2009

June 15-18, 2009, Wigwam Resort, Litchfield Park

**Northern Arizona Cohort:** first four sessions to be conducted at Yavapai Community College, Verde Valley

October 10-11, 2008

November 14-15, 2008

February 27-28, 2009

March 27-28, 2009

June 15-18, 2009, Wigwam Resort, Litchfield Park

**Team Leaders:** all sessions will be conducted at 2005 N. Central Ave., Phoenix

September 11, 2008

November 6, 2008

February 19, 2009

April 23, 2009

**Are we ready to join the campaign to help educators stay on top of their game so students can reach the top of theirs?**

		Yes	No
1.	We want to effect worthwhile, lasting change in instruction.		
2.	We want to link professional learning to student learning.		
3.	We want to deepen our understanding of what teachers need to learn.		
4.	We realize that sustainable change takes time—at least 3 to 5 years for a school.		
5.	We have high level support for learning how to sharply focus our staff development.		
6.	We are willing to examine the value of workshops and traditional forms of staff development.		
7.	We want to learn how to evaluate the effectiveness of staff development on teaching practice.		
8.	We want to involve our stakeholders continuously to clarify problems and to devise solutions.		
9.	We are not satisfied with business-as-usual staff development.		
10.	We are committed to implementing the plans we create.		



